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ABSTRACT

Central administrators, department heads, faculty, and student senators at Iowa Lakes Community College were surveyed to ascertain whether the college governance structure was commonly understood, whether they were willing to use the structure to gain input to policy formation, and to identify the communication barriers that stifle policy formation input. Responses to a 35-item questionnaire designed to elicit information in such areas as confidence and trust among individuals and groups, individual effect on policy decisions, information dissemination, inter-group communication, and the role of specific groups and individuals in policy making were collected. Findings indicated all groups had a generally positive attitude toward the governance structure, although student senators could not describe what the structure was. All groups were willing to follow existing proper policy input channels. However, no group felt its views were represented in policy making to the extent it would like. Students and faculty felt they did not have adequate input opportunities, while department heads and administrators felt they had. Faculty were poorly represented on committees. Suggestions on how to eliminate some of the perceived difficulties are made, and a copy of the survey instrument is appended. (TR)

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INTERNAL COMMUNICATIONS: FACULTY, STUDENT, ADMINISTRATOR, AND BOARD ROLES IN ESTABLISHING POLICY

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by
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Iowa Lakes Community College

A PRACTICUM PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
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ABSTRACT

The problem at Iowa Lakes Community College is that faculty, students, department heads, and central administrators often feel uninvolved and separated from the people and the processes which formulate institutional policy and often don't understand or support the system.

This study was descriptive in nature. The investigation was carried out with the use of survey questionnaires (see appendix B) which were administered to all student senators, faculty, department heads, and central administrators.

All groups have a generally positive attitude toward the goverance structure. However, student senators were the only group who said they couldn't describe it.

All groups said that they were willing to follow the proper channels for input into policy formation as provided by the governance system.

None of the groups felt that their views were represented in policy formation to the extent that each would like. Students and faculty don't think that they have an opportunity for input while department heads and central administrators think they do.

Central administrators, department heads, and student senators have good committee involvement while faculty have poor committee representation.

Student senators need a good orientation by central administration about governance procedures at Iowa Lakes Community College and broader representation on committees.

Faculty need to make themselves more available for committee work and need to learn how to become involved by following the examples set

by each of the other groups.

Department heads need to be trained in group process work in order to be more effective in persuasion and decision making. They also need to be allowed by the central administrators to make more decisions on their own concerning their departments.

Central administrators need to concentrate on encouraging broadened participation in the governance structure by all groups.

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Chapter 1

INTRODUCTION

Problem

Each classification of employees within college and university educational institutions strongly insists that they have a right to have input representative of their views into the formation of all educational policies which affect them and the institution for which they work. The problem at Iowa Lakes Community College is that faculty, students, department heads, central administrators, and board members often feel uninvolved and separated from the people and the processes which formulate institutional policy and often don't understand or support the administrative philosophy of governance being employed.

Under Section 280-A of the Code of Iowa (1975), the Board of Directors is empowered to hire a chief executive officer who will be called Superintendent and who will have a similar governing philosophy to their own.

The Board of Directors of Iowa Lakes Community College is currently supporting a participatory philosophy of governance. The administrative structure at Iowa Lakes Community College consists of a small central management staff, a larger mid-management staff, teaching faculty and other professional supportive staff, and the student body.

According to Section 300 of the Iowa Lakes Community College Board Policy Manual (1976), the following procedures are followed:

1. Final policy decisions rest with the Board of Directors upon the recommendation of the Superintendent.

1

2. The Assistants to the Superintendent involve the department heads who, in turn, involve their department staffs allowing for input from all levels.

3. The student body elects Student Senate representatives who make up the student governing body.

4. The Board of Directors requires that administration, faculty, and student representatives attend each regular monthly board meeting for input, but reserves voting privileges for board members only.

Even though the administrative structure described above clearly allows for input from all groups within our institution, there is evidence that many feel ineffective in policy formation.

Purpose of the Investigation

The main purposes of this investigation were to determine if the governance structure is commonly understood, to determine if employees are willing to use this governance structure to gain input into policy formation, to identify communication barriers that are currently stifling input into policy formation by central administrators, department heads, faculty, student senators, and to obtain suggestions for improvement from each of the groups.

A thorough examination of policy formation philosophies which are commonly used and a comparison with the participatory philosophy at Iowa Lakes Community College has clearly revealed different operational procudures under each style.

Defining the difference between institutional policy and institutional operating procedures is basic to being able to have input into the system.

Each group needs to identify which categories of policies affect them directly and which policies they should be concerned with input.

How Investigation was Carried Out

The investigation was carried out with the use of survey questionnaires (see appendix B) which were administered to all student senators, all faculty, all department heads, and all central administrators to determine how each group felt about their level of involvement in the formation of policy at Iowa Lakes Community College.

Chapter 2

BACKGROUND AND SIGNIFICANCE

Significance of Study to Iowa Lakes Community College

In March of 1976 Iowa Lakes Community College was granted full accreditation by the North Central Association of Colleges and Secondary Schools. As a basis for reviewing how well our college was achieving the goals and objectives that we have outlined as an educational institution, a self study was conducted throughout 1975.

One of the major concerns identified by the self study was the concern of administrators, faculty, and students for wanting meaningful involvement in the decision-making process on policies affecting them.

Specific concerns of each group include:

1. Department heads felt that there were excessive procedures to satisfy to get things done and that participation through committees was causing needed action to be delayed and sometimes lost entirely.

2. Faculty expressed concern over lack of involvement in forming policies which affected them in the areas of non-teaching assignments, professional growth and development plans, inservice training, teaching loads, long range institutional program planning, student recruitment efforts, and retirement programs.

3. Students expressed concern over lack of input into policies regarding faculty evaluation procedures, length of assignments, evaluating programs and courses for relevancy, student conduct, new program offerings, and how student activity fees were spent.

The areas of concern expressed by the various groups were still far outnumbered by the areas where the groups were satisfied with their level of input. However, the Steering Committee for the Iowa Lakes Community College self study did want to identify the factors which seem

to prohibit involvement in these areas of concern.

Relation of Practicum to Policy Module

Educational institutional policy is a method of action to guide and determine present and future decisions within an institution. Institutional policies become the roadmarkers for those who manage the institution and who must make decisions within the institution.

One can hardly define policy without also defining procedures. It is necessary to understand the difference if managers are to manage efficiently and if everyone concerned is to have an opportunity for input into policy formation and into the execution of the procedures to carry out those policies. Procedures could be defined as a series of steps which are followed to accomplish a task within an educational institution and which are within the institutional policies.

Institutional policies don't just all happen at one time when the institution is formed. Many factors and groups influence policy. As an example, Iowa Lakes Community College was formed in 1966 as part of a statewide community college system and with a basic educational philosophy which was externally dictated within the Iowa legislation. During the past nine years of operation those beginning policies have been revised, many new institutional policies have been added, and all policies have been organized and categorized by the central administrative staff into one of the following categories:

1. institutional educational philosophy
2. Board of Directors policy function
3. personnel policies
4. student policies
5. educational program and instructional policy
6. business and operational procedures
7. community relations policy

As policies are formed within an educational institution, many

external as well as internal influences have a significant influence on policies adopted.

Examples of external influences which significantly affect policies include the following. The list is not all inclusive.

1. Federal Civil Rights laws affect personnel policies by demanding balanced ratios of employees according to sex and ethnic background.

2. The state legislature and Department of Public Instruction affect student policies by enforcing a strict "open door" policy when admitting students into programs at the institution.

3. Federal funding agencies require regional accreditation to be eligible for federal funds designated for specific program areas.

4. Regional accreditation associations and the State Department of Certification regulate personnel hiring practices by setting certification standards.

5. The State Board of Public Instruction must approve all new instructional programs prior to implementation.

6. The state legislature demands financial accountability through funding formulas which tie state funding to educational units of production called full time equivalent enrollments (FTEE).

Examples of internal influences which affect institutional policies include the following.

1. The Board of Directors can directly initiate policy at their own discretion.

2. The administration is in a position of tremendous influence because all attempts at policy change below the board level must pass through them.

3. Faculty unions often affect personnel policies with regard to work load, hours, working conditions, etc.

4. Community and student needs directly affect educational program and instructional policies by their demands for services.

With only that limited listing of external and internal factors which can affect an institution's policies, it is plain to understand

how board members, administrators, faculty, and students can have feelings of helplessness, ineffectiveness, and frustration about the very institution of which they are a part. All too often we see people within an institution who simply say, "What's the use? My opinion doesn't count anyway!" or we see varying degrees of unrest develop which are not helpful to the institution.

Although external agencies and groups which influence a community college are restrictive of freedom of operating procedures, those influences are not totally strangling. External influences affect operational procedures, and even policy in many cases, but seldom determine institutional existence. Administrative knowledge about external influencing agencies keeps the institution from being in violation of the external agency guidelines. The administrator who can effectively utilize internal influences can move his institution forward.

Review of Literature

External influences are much more difficult for most governance systems to control or change. To control or change external factors influencing agency policies requires political activity at a higher level than most institutional individuals and groups wish to be involved.

Internal influences must be recognized and dealt with effectively. This discussion considers internal influences for the most part. Internal influences such as faculty, administrators and students play a varying role in affecting policy. Ideas to change or initiate policy are as plentiful as the number of approaches are.

Cleveland (1974) placed the responsibility for meaningful involvement in policy formation squarely on the shoulders of the chief executive officer of any educational institution. It is he whom the board has

entrusted with the responsibility to show leadership within the institution to cope with external and internal influences and move the institution forward while doing it.

The style of the autocratic administrator has given way to wider participation in decision making. Society has become complex through achievements in science, engineering, and education. We live in a world of large cities, congested living, and large, fragile systems which have outgrown individuals' capacity to govern effectively through a vertical power structure. Nobody is fully in charge of anything. Large units are governed by breaking them into smaller units with specialists heading each; thus a sort of horizontal society has evolved which requires a different style of governance which is known as participatory governance. Educational institutions are not exceptions. The challenge is how to involve everyone and still get anything accomplished.

Cleveland stated that the participatory style of leadership is complicated, interesting, and effective in producing, through many-sided consensus, decisions that will endure because of wider acceptance and support by those whose interests are involved.

Goddard (1975) also recommended a horizontal or participatory style of governance for educational institutions. She stated that the size of an institution matters little if its internal organization is appropriate.

Carson (1960) described governance as the process which scholars, students, teachers, administrators, and trustees associate together to establish and carry out rules and regulations and to preserve individual freedom. The governing group was referred to as a community senate. All members, except administrators, should be voting members. Adminis-

trators should be ex officio and must rely entirely on persuasion. Membership to the senate would be by term for all except the administrators who would be permanent ex officio members.

The benefits to such a form of governance go beyond the institution. Sharing of responsibility, attaining the skills and habits of civic activity, and living with the consequences of successes and mistakes that flow from group decisions contribute to growth and maturity of the participants and ultimately to strong leadership and wide involvement.

Seltzer (1974) also promoted a representative senate be used for decision making. However, he contended that no matter how many groups are represented, the real power is with the faculty and with the administrative representatives.

He further recognized Newburn (1964) who believed that each representative group has certain interest areas only. Faculty are concerned with curriculum matters while administrators are more concerned with student affairs and financial matters. Recognition of this fact by the chief administrators can solve a lot of conflicts which otherwise will happen simply because of feelings of encroachment.

Kemerer and Baldridge (1975) maintained that the arrival of unions on campus will have a major impact on institutions of higher education in the areas of personnel and curriculum.

In a survey of 3,038 colleges and universitits which they conducted in 1975 they determined that 430 campuses, representing 20 percent of all teaching faculty, were represented by unions. A majority of the unionized campuses are two-year colleges located in such states as New York, New Jersey, Michigan, and Pennsylvania, where laws favor collective bargaining among public employees. They predicted that

increasing economic problems facing higher education will hasten others to unionize for purposes of job security.

They developed the following viewpoints with respect to governance and decision making.

1. Academic governance is a political process involving a network of competing interest groups that exert pressure to gain favorable decisions.

2. Collective bargaining assumes there is conflict between employees and the employer. Shared governance may become more adversarial and polarized; individual negotiations will be subsumed under group bargaining; subjective procedures of evaluation will be replaced by a more mechanical process; and seniority rather than merit will become the main criterion for promotion and tenure.

3. Collective bargaining is more compatible with political and bureaucratic rather than collegial concepts of government. A routine bureaucratic process of contract administration and adjudication of grievance follows the signing of a contract.

4. As the labor movement has become increasingly stronger nationwide, there has been a rise in professional expectations of professionals to participate in decisions which affect them.

5. Senates and other mechanisms of governance are extremely fragile. If they are not protected and supported they easily perish.

6. Despite the fears of administrators and the aspirations of faculty, power flows toward, not away from, administrative groups.

7. Collective bargaining will lead to external influence such as outside arbitrators and the courts playing a greater role in campus decision making.

8. Collective bargaining concentrates the power struggle for involvement in decision making between faculty and administrators, thus pushing student involvement further away from the decision making process.

Newman (1963) defined policy as a general plan of action that guides members of an institution in the conduct of their actions. Policy describes the reasons for existence and provides a guide to decision making for achievement of goals.

Bogue and Riggs (1974) indicated that organizational policy should describe the mission, the goals, the normative inclination of an organization as well as its component units. Additionally, it should provide decision guides for the achievement of these goals.

Characteristics of Iowa Lakes Community College

Iowa Lakes Community College Board Policy Manual (1976) states that it is the policy of the Board of Directors to recognize and maintain the distinction between those activities which are appropriate to the Board of Directors as the legislative governing body of Iowa Lakes Community College Merged Area III and those administrative activities which are to be performed by the executive officer and his staff in the exercise of delegated administrative authority.

Iowa Lakes Community College is a public two-year comprehensive community college which serves five counties, called Merged Area III, which are located in Northwest Iowa (see Figure 1). It is one of a state system of fifteen community colleges which developed as a result of legislation passed by the Iowa Legislature in 1965. A comprehensive community college is one that offers all of the services as defined in the Iowa College Law, Section 280 A, Code of Iowa.

Briefly stated, the purposes and goals of the institution are:

1. As authorized by law to make educational and community activities available at moderate or no cost to the people of Merged Area III.
2. To provide liberal arts courses and to ensure that those courses are transferable to any four-year college or university.
3. To provide a selection of career, vocational, and technical training and retraining programs for those who seek gainful employment and employment upgrading and to insure that students and participants are well prepared for entrance and promotion in their chosen fields of work.
4. To provide inservice training and retraining for workers.

5. To provide guidance, counseling, and personal services to those individuals participating in the activities of the institution.

6. To engender a program of extracurricular activities so as to insure access to a well-rounded cultural and social life for those individuals participating in the activities of the institution.

7. To provide programs of instruction, such as high school completion; career, technical, and vocational education; the first two years of college education; continuing education; community services; enrichment activities; and adult basic education at hours and at locations accessible to the public.

8. To make programs, services, and offerings accessible to the educationally, economically, and socially disadvantaged, and the mentally and physically handicapped.

9. To foster among students and participants an awareness of their responsibilities as citizens in our contemporary and everchanging society.

10. To provide students and participants with avenues of exploration that lead to greater self-fulfillment and better use of leisure time.

11. To continually evaluate and assess programs and services for their improvement and for the development of more effective and responsive programs, offerings, and services.

Merged Area III is composed of five counties: Clay, Dickinson, Emmet, Kossuth, and Palo Alto, and encompasses thirty school districts, two of which are parochial systems. These five counties constitute the major service area of the college. However, students also come from other counties surrounding the service area. The quality of the programs and services offered by Iowa Lakes Community College has attracted many students from outside of the service area. A majority of these students come from the twelve contiguous counties surrounding the planning and service area. The map shown on the following page shows the five-county area called Merged Area III that supports the college through a 3/4 mill operational levy and a 3/4 mill capital improvement levy, and the

surrounding counties from which a significant number of students come.

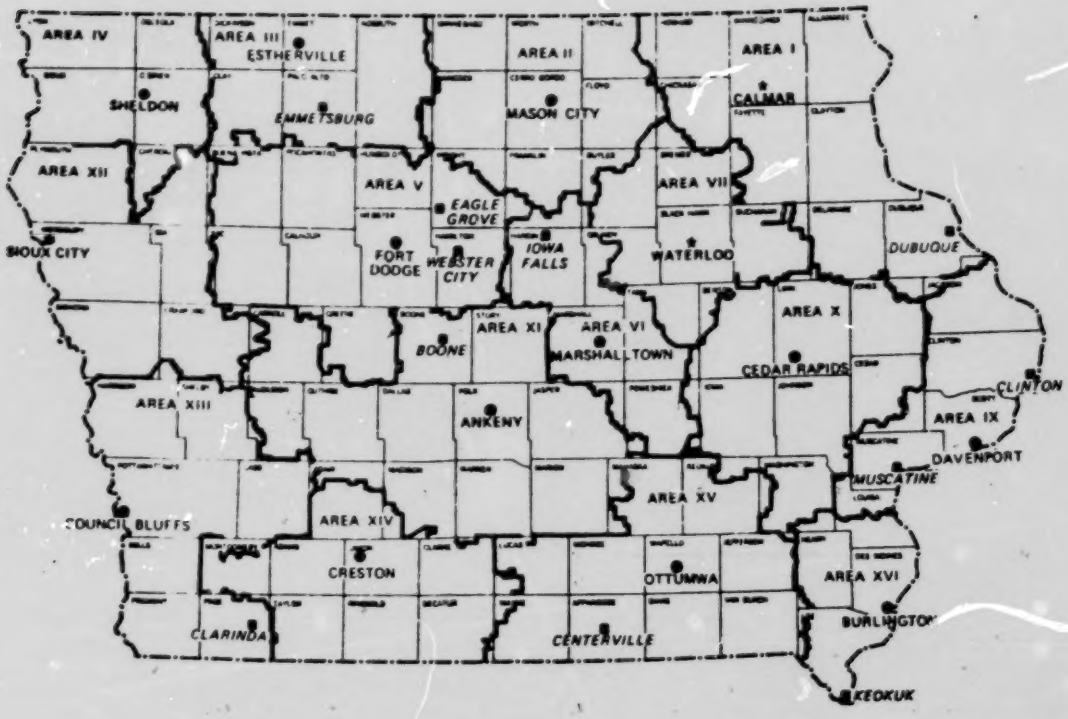

Figure 1

Map of Iowa Designating Fifteen Areas
Served by Area Community Colleges

Iowa Lakes Community College is governed by a Board of Directors (see Appendix 1). The Board of Directors is composed of seven members, elected one each from the seven director districts comprising Merged Area III. Each Board member is responsible to a specific constituency and must be a resident of the director district from which he or she has been elected. Each Board member serves a term of three years. The Board meets monthly and as called.

The Board of Directors, under law, has the power to (1) determine the curriculum to be offered; (2) determine tuition rates; (3) enter into

contracts and take other necessary action to insure a sufficient curriculum and efficient operation and management of the college and maintain and protect the physical plant, equipment, and other property of the college; (4) establish policy and make rules (consistent with the law and administrative rules, regulations and policies of the State Board) for its own government and that the administrative, teaching, and other personnel, and to aid in the enforcement of such laws, rules and regulations.

The management system of Iowa Lakes Community College is flexible, efficient, economical, cooperative, and democratic. The use of "management by objectives" techniques has been encouraged throughout the administrative structure. Individual administrators are required to prepare priorities and objectives for each program year. These objectives are utilized in measuring progress and in self-evaluation.

The North Central Accreditation Self Study (1975) showed that Iowa Lakes Community College and its governance structure (see Appendix A) was analyzed in the spring of 1974 by the Survey Research Center of the Institute for Social Research of the University of Michigan at Ann Arbor, Michigan. The results of the analysis clearly indicated that the management activities at Iowa Lakes Community College were viewed by faculty members and administrators as more effective and open when compared to other colleges and universities.

The administration of the college is the responsibility of the central administrative staff and the department heads. The central administrative staff is composed of the Superintendent, the Assistant Superintendent for Instruction, the Assistant Superintendent for Student Services, the Business Manager, and the Administrative Assistant.

Following are brief delineations of the responsibilities of each administrative staff member including department chairpersons:

1. The Superintendent is the executive officer of the Board of Directors. He is directly responsible to the Board of Directors and is charged with the implementation of the Board's policies and procedures. The Superintendent is responsible for guiding and directing the operations and activities of the college.

2. The Assistant Superintendent for Instruction is responsible for the employment of qualified instructional personnel, the maintenance of quality instruction, the development of new programs of instruction, and the development of new and more effective instructional methods and procedures. The Assistant Superintendent works closely with department chairpersons in the performance of his duties. Department chairpersons are directly responsible to the Assistant Superintendent.

3. The Assistant Superintendent for Student Services is responsible for employment of qualified staff to perform the supportive functions of student counseling, admissions, activities, and housing.

4. The Business Manager is responsible for budget planning and implementation, periodic statements of fiscal status, presentation of cash flow statements at each Board meeting, obtaining and maintaining adequate insurance protection, coordinating the entire budget, purchasing supplies, maintaining buildings, cosigning all warrants, and collecting student fees. The Business Manager is also the secretary of the Board of Directors. The Business Manager is responsible to the Superintendent.

5. The Administrative Assistant directs the dissemination of news about the college programs and educational opportunities and the activities and accomplishments of the faculty and students. He is responsible for all college publications and coordinates the preparation of all state and federal reports.

   Another major responsibility is that of personnel officer, which includes the duties of coordinating employment procedures and representing the Board during collective bargaining negotiations.

6. Department chairpersons are responsible for the management of their respective departments. Department heads are responsible for the supervision and administration of their departments, the preparation of their department's budget, the maintenance of expenditures within their authorized budget, and the maintenance of effective communications

between faculty members and the administrative staff. Each department chairperson is responsible to the Assistant Superintendent for Instruction for the management of his department.

Policy Formation at Iowa Lakes Community College

Policies and decisions are approved by the Board of Directors and administered by the administrative staff and the department chairpersons. However, the Board of Directors of Iowa Lakes Community College has instituted a governance structure (see Appendix A) that allows the cooperative participation of faculty members and students in the decision-making process. Through this communication system the Board of Directors receives relevant input for decision making and policy setting. This system of communication or information flow utilizes the talents and abilities of the central administrative staff, department heads, faculty, and students in the decision-making processes of the college. The concerns of individual faculty can reach the Board of Directors through the department heads. The concerns of students can reach the Board of Directors through faculty, department heads, central administration, or their student representatives to the Board meetings. This free flow of information and discourse throughout the college has produced: flexibility within the institution; cooperation among departments, attendance centers, students, and faculty; a sharing of instructional resources; and the development and implementation of new programs and services.

The first line of communication starts with departmental meetings, proceeds through the twice-monthly department head meetings with the Assistant Superintendent for Instruction, and thence to the Board of Directors. Items of concern are brought before the department heads

and those requiring Board action are presented to the Superintendent who, in turn, places them on the Board agenda for consideration.

All departments of the college meet at least bimonthly to discuss departmental activities and problems. The department heads at each attendance center meet twice monthly to discuss business relating to that particular center, and all department heads of the college then meet twice monthly with the Assistant Superintendent for Instruction to discuss matters relating to the college as a whole. Each department head conveys information to and from his department at the department head meetings. The department head structure facilitates good communications within the college.

The center of the information system is the monthly Board of Directors meetings. These meetings are open to all interested persons. Agendas of meetings, including minutes of the preceding meeting and current bills, are distributed in advance to the following persons: Board members; Board secretary; administrative staff; department heads; and area news media. These materials are also placed in faculty rooms for faculty members' information.

Also participating at Board meetings are two faculty and two student senate representatives, one each from the two attendance centers. These representatives form the second line of communication in the decision-making process. These individuals participate fully in all discussions and are directly involved in the process of policy formation. These representatives are not voting members of the Board. The placement of the faculty and student senate representatives at Board meetings was established with the adoption of Board policy on July 23, 1968. These procedures provide faculty members with two channels of direct

communication with the administration and the Board--one through the department head structure and the other through the faculty representatives.

The faculty representatives who have seats at the Board of Directors meetings should not be confused with the Iowa Lakes Community College Education Association and their collective bargaining unit.

The faculty representatives communicate with the Board about any issues directly related to the educational process within the institution.

The Education Association communicates with the Board about only those issues that are directly related to eligible unit membership benefits.

The Iowa Legislature approved the collective bargaining law in 1975, giving public employees the right to bargain collectively.

During the fall of 1975 and the spring of 1976 the faculty of Iowa Lakes Community College formed their bargaining unit and chose their unit affiliation with the Iowa Higher Education Association.

This local union then appointed a chief negotiator from within its own body and the Board of Directors of Iowa Lakes Community College did the same by appointing the Public Information Officer to represent them at the bargaining table.

The first product of collective bargaining was the Master Contract which covers faculty salaries for fiscal 1977, grievance procedure, retrenchment procedure, and safety.

It is fair to say that collective bargaining has not affected any policies to any great extent yet; however, procedures have certainly been affected in the area of negotiating salaries.

What affect collective bargaining will have at Iowa Lakes Community

College in the future on academic governance and policy formation would only be speculative at this point.

Student government is centered in the student senate which is the official, recognized representative group for the students. Governing powers, especially relating to student life, are vested in this group.

The senate has control, for the most part, of activity fees and how they are spent; it coordinates and directs student social activities and plays a major role in the operation of the student centers.

Members of the student senate can, and do, influence school policy, making use of several channels of communication that are open to them including: (1) through direct contact with the Superintendent or Assistant Superintendents; (2) through the department head group, to whom the senate may make recommendations and requests; (3) through the faculty to whom the senate may appeal for cooperation and support of a policy change; and (4) through the senate's appointed representatives at the Board table at all meetings. Senate representatives, like faculty representatives, are restricted by Iowa law from voting at such meetings, but they have the opportunity for input on issues that are brought before the Board.

The student senate has a cooperative partner in the Student Activities Director, who advises on the senate's role in governance and helps on procedures. The Student Activities Director has no vote in the senate and possesses no veto power.

The success of the senate depends primarily on how active and concerned the group is in accepting the governance role assigned to it through Board policy and in persuading qualified students with leadership ability to run for office. Being a two-year institution with a very

diverse student body makes it difficult to develop a confluent group for more than one year. The senate is somewhat restricted in its efforts to develop enthusiasm for involvement.

As an area community college, Iowa Lakes Community College endeavors to answer the educational needs of the people of Area III. In order to do this most effectively it uses the advice and guidance of laymen in the community in designing programs.

Advisory boards have been used in the development of all vocational, technical, and career-option programs, giving practical suggestions as to the types of skills that should be developed for employability.

The advice of community members is also sought in other ways such as the Student Activity Advisory Committee, Music Scholarship Advisory Committee, Farm Foundation, Housing Foundation, and in other ways. There are forty-five advisory bodies serving the various programs and activities of the college with an approximate membership of 315 individuals.

Through the college information office the area is kept informed regarding opportunities offered by the college about proceedings of the monthly Board meetings and college life in general.

Through good community communications and community participation on advisory groups, the college seeks to build a strong bond with the people of Area III.

Chapter 3

PROCEDURES

Population Identified

To address the problem of promoting internal communications for input into institutional policy formation, several philosophies of governance were described and compared to a lengthly description of the governance structure and philosophy at Iowa Lakes Community College.

The four groups most affected by institutional policies include the student senate, faculty, department heads, and central administrators. After close examination, it was decided the concern of the Board of Directors about operational policies is minimal compared to the other groups, and for that reason they have not been included in this study.

The population sampled included four central administrators, ten department heads, eighty-six faculty, and thirty-eight student senators who were elected by the student body.

Research Method and Design

This study was descriptive in nature. It compares the governance system of Iowa Lakes Community College with other governance system descriptions, and it describes the level of understanding of and support for the governance system at Iowa Lakes Community College.

The investigation was carried out with the use of survey questionnaires (see Appendix B) which were administered to all members of each group. Members of each group were consulted during the formation of the questionnaire (see Appendix B) for their input and advice on how to

state the questions to get valid answers regarding the main issues.

The items on each questionnaire are either similar or identical. Questions numbered seven and ten were reworded to accomodate each group. The items were stated following a format which allowed the participant to choose a response ranging from little to great regarding his opinion on a particular factor. The answers were scaled from one to five with one representing least affect and five representing great affect.

The questionnaires were administered in the following ways:

1. Central administrators were contacted individually by me and were asked to complete the questionnaire and return it to me.

2. Department chairpersons were asked to complete the questionnaire at their regular bimonthly meeting.

3. Faculty were asked by their department chairperson to complete the questionnaire during their regular department meetings.

4. Student senators were asked by me to complete the questionnaire at one of their regular weekly meetings.

All questionnaires were anonymous, and everyone involved was asked to complete and return the questionnaire by October 29, 1976. The number of potential and actual respondents to the questionnaire by group were as follows:

1.	student senators	26 of 38 for 68%
2.	faculty	56 of 86 for 65%
3.	department heads	9 of 10 for 90%
4.	central administrators	3 of 4 for 75%

Presentation of Data

The data were presented for evaluation through the use of descriptive tables showing the frequency with which a particular item was marked on the five point scale (see Tables 1-6).

Frequency tables (see Tables 2-6) were prepared for each of the

four groups as well as a table (see Table 1) comparing the combined results of the four groups.

A table (see Table 6) was also used to show the involvement by each of the groups in serving on decision making committees. The results of the section allowing for individual suggestions on how to improve input into policy decisions were summarized in several statements.

Limitations and Assumptions

The study was limited to surveying four internal groups who were affected by the governance system at Iowa Lakes Community College. No external groups were included.

The student body was represented in the study by surveying the student senators. It was assumed that the student senators were representative of the student body. In fact, their knowledge about the governance system and support of it probably would exceed that of most students who are not involved in student government.

Chapter 4

RESULTS

Questionnaires

The first result of the study was the questionnaire (see Appendix 2) which was developed to gather the data.

Grand Frequency Table

The second result of the study was a grand frequency table which summarized the responses from all four subgroups of the population surveyed.

The grand frequency table contains the summary questions listed by number, the weighted total of the frequency of all responses to each item, the mean of all responses to each item, the mean of all responses to all items, and the percent of the total responses that appear in each of the scale columns.

Table 1

Scale value mean of total population responses by item and percent of the total population responses by vertical scale column

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
1-a.	1		24	47	22	94	371	3.94
b.		4	25	54	11	94	354	3.77
c.	3	7	23	46	15	94	330	3.51
d.	5	14	26	36	7	88	290	3.29
e.	11	13	21	36	6	87	274	3.15
2-a.	2	3	21	55	11	92	346	3.76
b.		3	22	50	19	94	367	3.90
c.	3	4	19	46	22	94	362	3.85
d.	4	10	30	33	16	93	326	3.51
e.	8	10	28	31	12	89	296	3.33
3.	6	4	18	36	29	93	357	3.84
4.	12	17	30	23	12	94	292	3.11
5.	15	22	44	11	1	93	240	2.58
6.	2	20	47	21	4	94	287	3.05
7.	20	24	29	15	5	93	240	2.58
8-a.	5	8	29	38	10	90	310	3.44
b.	4	10	40	32	6	92	302	3.28
c.	4	13	41	27	9	94	306	3.26
d.	9	24	33	12	5	83	229	2.76
e.	17	22	27	11	5	82	211	2.57
9-a.	3	5	28	42	16	94	315	3.35
b.	7	13	46	19	4	89	267	3.00
c.	4	10	25	29	7	75	250	3.33
d.	26	25	24	8	2	85	190	2.24
10.		3	15	38	38	94	393	4.18

Table 1 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
11.	2	9	34	43	5	93	320	3.44
12.	2	25	41	17	7	92	226	2.46
13.	25	24	28	8	3	88	204	2.32
14.	7	17	38	19	6	87	261	3.00
15.	34	24	27	7	1	93	196	2.11
16.	36	28	24	3	1	92	181	1.97
17.	43	18	24	6	3	94	190	2.03
18.	13	25	30	20	2	90	243	2.70
19.	20	28	25	14	5	92	232	2.52
20.	20	32	27	11	1	91	214	2.35
21.	7	8	25	37	13	90	311	3.46
22.	1	5	20	48	20	94	363	3.86
23-a.	31	21	24	11	7	94	224	2.38
b.	24	20	18	19	11	92	249	2.71
c.	22	24	19	12	12	89	235	2.64
d.	23	22	27	15	5	92	233	2.53
e.	23	23	27	13	6	92	232	2.52
f.	29	24	28	12	1	94	214	2.28
g.	16	21	32	17	7	93	257	2.76
h.	15	22	32	16	9	94	264	2.81
24.	18	26	30	13	4	91	232	2.55
25.	17	18	34	19	4	92	251	1.73
26-a.		5	30	43	9	87	317	3.69

Table 1 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
26-b.	1	5	28	46	7	87	314	3.61
c.	2	4	33	43	6	88	245	2.78
d.		5	28	51	4	88	318	3.61
e.	8	10	34	30	6	88	280	3.18
f.		2	19	50	8	79	301	3.81
g.	4	11	35	24	3	77	242	3.14
h.	9	11	38	26	4	88	269	3.06
27-a.	1	3	5	44	41	94	403	4.29
b.	6	6	49	21	10	92	299	3.25
c.	2	11	40	31	10	94	318	3.38
d.	3	4	23	37	26	93	358	3.85
e.	2	9	19	42	20	92	345	3.75
f.		2	7	37	48	94	413	4.39
g.	6	24	36	18	9	93	289	3.11
h.	1	2	19	35	37	94	387	4.12

Table 1 (Continued)

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
28-a.	27	21	30	8	7	93	226	2.43
b.	6	15	37	28	7	93	294	3.16
c.		6	21	42	24	93	363	3.90
d.		2	8	37	46	93	406	4.37
e.		1	2	21	68	92	432	4.70
f.	1	6	11	32	42	92	384	4.17
g.	14	20	32	18	8	92	262	2.85
29-a.	2	4	36	28	24	94	340	3.62
b.		1	20	46	27	94	381	4.05
c.			9	49	35	93	448	4.82
d.			14	40	40	94	402	4.28
e.		1	11	37	42	91	393	4.32
f.		1	12	26	44	83	362	4.36
g.	2	5	26	29	30	92	356	3.87
30-a.	37	27	20	5	4	93	191	2.05
b.	4	20	33	21	6	84	257	3.06
c.	1	5	27	45	15	93	320	3.44
d.		1	11	41	38	91	389	4.27
e.		1	11	25	53	90	400	4.44
f.	5	14	29	20	13	81	265	3.27
g.	30	27	25	4	5	91	199	2.19
31-a.	7	20	31	22	13	93	293	3.15
b.	1	4	29	43	17	94	332	3.53
c.		1	14	47	32	94	392	4.17
d.		2	12	44	36	94	408	4.34
e.	1	3	13	33	44	94	398	4.23
f.	2	16	27	21	27	93	338	3.63
g.	11	16	38	18	11	94	284	3.02
32-a.	9	10	45	13	8	85	256	3.01
b.		2	15	34	43	94	400	4.26
c.		2	29	46	17	94	360	3.83
d.	3	16	39	24	11	93	303	3.26
e.	12	25	26	18	12	93	272	2.92

Table 1 (Continued)

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
32-f.	26	22	27	8	8	91	223	2.45
g.	27	34	23	5	2	91	194	2.13
33-a.		5	32	36	21	94	352	3.74
b.			6	32	56	94	426	4.53
c.		1	22	41	30	94	382	4.06
d.	1	18	31	28	13	91	307	3.37
e.	6	23	33	15	17	94	296	3.15
f.	18	20	31	11	13	91	260	2.86
g.	16	21	30	13	4	84	220	2.62

Table 1 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
34-a.	6	15	29	37	7	94	306	3.26
b.	10	35	28	13	7	93	251	2.70
c.	8	23	44	12	7	94	269	2.86
Total Responses	937	1378	2851	2970	1709			
Percent of Responses by scale column	9.51	14	28.96	30.17	17.36			
Mean Scale score of all responses								3.24

Student Senate Subgroup Frequency Table

The third result of the study was a frequency table which shows the responses of the student senate subgroup.

This frequency table identifies the survey questions by number and shows the weighted total of the frequency of all student senator responses to each item, the mean of all student senator responses to each item, the mean of all student senator responses to all items, and the percent of the total responses that appear in each of the scale columns.

Table 2

Scale Value mean of student senate subgroup responses by item and percent of the total subgroup responses by vertical scale column

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
1-a.	1		16	8	2	27	91	3.37
b.		3	13	11		27	89	3.30
c.	3	5	11	8		27	78	2.88
d.	4	7	5	6		22	57	2.59
e.	9	6	6	2		23	47	2.04
2-a.	1	2	9	13	1	26	89	3.42
b.		3	9	11	4	27	97	3.59
c.	3	4	7	10	3	27	87	3.22
d.	3	7	5	8	1	24	69	2.87
e.	6	4	8	5	1	24	63	2.62
3.	6	3	8	8	2	27	78	2.88
4.	3	7	8	7	2	27	79	2.92
5.	6	8	10	3		27	64	2.37
6.		8	14	5		27	78	2.88
7.	1	8	9	7	2	27	82	3.03
8-a.	1	3	10	11	2	27	91	3.37
b.	2	5	13	6	1	27	80	2.96
c.	3	7	13	4		27	72	2.66
d.	4	9	7	4		24	59	2.45
e.	6	9	7	2		24	53	2.20
9-a.	2	4	6	9	6	27	93	3.44
b.	2	1	11	10	1	25	82	3.28
c.	3	4	7	8	1	23	69	3.00
d.	7	6	7	6		26	64	2.46

Table 2 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
10.		2	2	14	9	27	111	4.11
11.	1		17	7	2	27	90	3.33
12.		6	9	8	4	27	91	3.37
13.	3	10	9	2	1	25	58	2.33
14.	1	4	12	9	1	27	86	3.18
15.	6	4	13	3	1	27	70	2.59
16.	6	7	11	2	1	27	66	2.44
17.	8	5	12	1	1	27	63	2.33
18.	3	9	6	8	1	27	76	2.81
19.	4	9	9	4	1	27	70	2.59
20.	6	7	10	4		27	66	2.44
21.	4	7	9	6		26	68	2.61
22.	1	5	9	11	1	27	87	3.22
23-a.	2	4	14	5	2	27	82	3.03
b.	2	4	7	9	4	26	87	3.34
c.	1	4	8	7	6	26	91	3.50
d.	2	4	10	8	2	26	82	3.15
e.	2	7	12	5	1	27	77	2.84
f.	3	7	9	8		27	76	2.81
g.	2	7	10	7	1	27	79	2.92
h.	2	6	9	7	3	27	84	3.11
24.	2	10	11	2	2	27	73	2.70

Table 2 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
25.	2	5	13	5		25	71	2.84
26-a.		2	12	8	2	24	82	3.41
b.	1	3	11	9	1	25	81	3.24
c.	1	2	12	8	1	24	78	3.25
d.		2	11	11	1	25	86	3.44
e.	2	2	11	8	3	26	86	3.30
f.		1	11	9	3	24	86	3.58
g.	1	2	10	9	1	23	76	3.30
h.	3	5	12	4		24	65	2.70
27-a.	1	1	1	18	6	27	108	4.00
b.	1	1	7	13	5	27	91	3.37
c.		3	6	13	5	27	91	3.37
d.			4	13	9	26	109	4.19
e.		4	7	10	6	27	99	3.66
f.		2	2	16	7	27	109	4.03
g.	1	2	7	11	6	27	100	3.70
h.	1		10	9	7	27	102	3.77

Table 2 (Continued)

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
28-a.	6	7	7	4	3	27	72	2.66
b.		2	9	13	3	27	98	3.62
c.		1	3	12	11	27	114	4.22
d.		1	3	9	14	27	117	4.33
e.		1	1	6	18	26	119	4.57
f.	1	2	1	6	17	27	117	4.33
g.	6	6	7	4	4	27	75	2.78
29-a.			6	8	13	27	114	4.22
b.			3	11	13	27	118	4.37
c.			4	11	12	27	116	4.29
d.			7	10	10	27	111	4.11
e.			6	11	10	27	112	4.14
f.		1	5	8	12	26	109	4.19
g.	2	5	6	4	10	27	96	3.55
30-a.	5	8	7	4	3	27	73	2.70
b.	1	1	10	11	4	27	97	3.58
c.		1	7	15	4	27	103	3.81
d.		1	5	11	9	26	106	4.07
e.		1	4	10	10	25	104	4.16
f.		2	6	7	11	26	105	4.03
g.	8	6	7	2	3	26	64	2.46
31-a.			7	10	10	27	111	4.11
b.			3	16	8	27	113	4.18
c.		1	2	13	11	27	115	4.25
d.		2	4	13	8	27	108	4.00
e.	1	1	5	9	11	27	109	4.03
f.	1	2	7	9	8	27	102	3.77
g.	5	3	6	7	6	27	87	3.22

Table 2 (Continued)

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
32-a.	3	6	10	5	3	27	80	2.96
b.		1	8	9	9	27	107	3.96
c.		1	6	12	8	27	108	4.00
d.	1	3	8	8	7	27	98	3.62
e.	1	4	8	6	8	27	97	3.59
f.	2	7	6	5	7	27	89	3.29
g.	8	9	5	3	2	27	63	2.33
33-a.			3	12	12	27	117	4.33
b.			2	11	14	27	120	4.44
c.		1	3	9	14	27	117	4.33
d.		4	8	8	7	27	98	3.62
e.		5	6	7	9	27	101	3.74
f.	2	3	7	6	9	27	98	3.62
g.	6	4	8	5	4	27	78	2.88

Table 2 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
34-a.		4	7	15	1	27	94	3.48
b.		8	8	7	3	26	83	3.18
c.		10	10	5	2	27	80	2.96
Total Responses	210	413	845	870	511			
Percent of Responses by scale column	7.37	14.50	29.65	30.54	17.94			
Mean Scale score of all responses								3.28

Faculty Subgroup Frequency Table

The fourth result of the study was a frequency table which shows the responses of the faculty subgroup.

This frequency table identifies the survey questions by number and shows the weighted total of the frequency of all faculty responses to each item, the mean of all faculty responses to each item, the mean of all faculty responses to all items, and the percent of the total responses that appear in each of the scale columns.

Table 3

Scale value mean of faculty subgroup responses by item and percent of the total subgroup responses by vertical scale column

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
1-a.			5	32	18	55	233	4.23
b.		1	11	33	10	55	217	3.94
c.		2	11	30	12	55	217	3.94
d.	1	7	21	21	4	54	182	3.37
e.	2	5	14	27	4	52	182	3.50
2-a.	1	1	9	33	10	54	212	3.92
b.			12	28	15	55	223	4.05
c.			10	29	16	55	225	4.10
d.	1	3	21	22	9	56	203	3.62
e.	2	5	16	23	7	53	187	3.52
3.		1	8	22	23	54	229	4.24
4.	9	10	16	11	10	56	171	3.05
5.	8	13	26	6	1	54	141	2.61
6.	2	11	28	12	2	55	166	3.01
7.	16	14	14	7	3	54	128	2.38
8-a.	2	4	14	23	8	51	184	3.60
b.	1	5	25	18	4	52	174	3.35
c.	1	6	23	19	6	55	187	3.41
d.	5	15	22	4	2	48	127	2.65
e.	10	13	15	6	3	47	120	2.55
9-a.	1	1	14	30	8	59	219	3.72
b.	5	11	26	7	3	52	148	2.84
c.	1	6	14	15	4	40	135	3.37
d.	18	13	12	2	2	47	98	2.08

Table 3 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
10.		1	12	18	24	55	230	4.18
11.	1	8	15	28	2	54	184	3.40
12.	2	13	27	8	3	53	156	2.94
13.	17	10	17	5	2	51	118	2.31
14.	4	9	22	9	5	49	151	3.08
15.	24	14	13	3		54	103	1.90
16.	27	16	9	1		53	90	1.69
17.	32	12	6	4	2	56	100	1.78
18.	7	15	18	10	1	51	136	2.66
19.	15	15	12	8	3	53	128	2.41
20.	12	17	15	7	1	52	124	2.38
21.	3	1	16	25	7	52	188	3.61
22.			11	30	14	55	227	4.12
23-a.	22	15	9	4	5	55	120	2.18
b.	17	11	10	9	7	54	140	2.59
c.	17	13	10	9	6	55	141	2.56
d.	16	13	16	7	3	55	137	2.50
e.	19	14	10	6	4	53	129	2.43
f.	19	12	19	4	1	55	121	2.20
g.	12	10	16	10	6	54	150	2.77
h.	12	12	17	8	6	55	148	2.70
24.	15	16	14	8	1	54	126	2.33
25.	14	11	18	9	3	55	141	2.56

Table 3 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
26-a.		3	15	28	5	51	188	3.68
b.		2	13	32	3	50	186	3.72
c.	1	2	17	28	5	53	193	3.64
d.		2	15	31	3	51	188	3.68
e.	5	6	18	18	3	50	158	3.16
f.			15	34	3	52	196	3.76
g.	3	6	20	20	2	51	165	3.23
h.	6	5	22	15	4	52	162	3.11
27-a.		1	2	22	30	55	246	4.47
b.	2	4	35	7	5	53	167	3.16
c.		6	28	16	5	55	185	3.36
d.	2	3	13	21	16	55	211	3.83
e.	1	3	10	28	12	54	209	3.87
f.			4	15	36	55	252	4.58
g.	2	18	24	7	3	54	154	2.83
h.		1	7	20	27	55	238	4.32

Table 3 (Continued)

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
28-a.	18	11	18	4	3	54	125	2.31
b.	5	11	23	12	3	54	159	2.94
c.		4	14	26	10	54	204	3.77
d.		1	3	23	27	54	238	4.40
e.			1	14	39	54	254	4.70
f.		3	8	22	20	53	218	4.11
g.	7	12	20	11	3	53	250	4.71
29-a.	2	4	21	19	9	55	194	3.52
b.		1	11	30	13	55	220	4.00
c.			5	31	18	54	229	4.24
d.			7	25	23	55	236	4.29
e.		1	5	20	26	52	227	4.36
f.			7	21	25	53	229	4.33
g.			16	19	18	53	214	4.03
30-a.	26	16	10	1	1	54	97	1.79
b.	11	15	17	9	2	54	138	2.55
c.	1	4	16	26	7	54	195	3.62
d.			5	25	23	53	229	4.33
e.			4	13	36	53	244	4.60
f.	4	7	19	13	10	53	176	3.33
g.	18	17	14	2	2	53	112	2.11
31-a.	5	18	19	9	3	54	148	2.75
b.	1	3	20	25	8	57	207	3.63
c.			12	28	15	55	223	4.05
d.			7	26	22	55	235	4.27
e.		1	7	19	28	55	239	4.34
f.		9	19	12	15	55	198	3.60
g.	2	13	27	8	5	55	166	3.01
32-a.	3	11	28	8	5	55	166	3.01
b.		1	7	16	31	55	242	4.40
c.		1	20	26	8	55	206	3.74
d.	2	12	24	13	3	54	165	3.05
e.	9	16	14	12	3	54	146	2.70

Table 3 (Continued)

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
32-f.	19	13	16	3	1	52	110	2.11
g.	17	20	13	2		52	104	2
33-a.		4	20	22	9	55	201	3.65
b.			4	14	37	55	253	4.60
c.			17	26	12	55	214	3.90
d.	1	13	18	15	5	52	166	3.19
e.	6	14	20	8	7	55	161	2.92
f.	14	12	19	5	4	54	135	2.50
g.	8	15	24	7		54	138	2.55

Table 3 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
34-a.	6	8	17	18	6	55	175	3.18
b.	10	20	16	5	4	55	137	2.50
c.	7	10	28	6	4	55	155	2.81
Total Responses	617	788	1637	1731	1005			
Percent of Responses by scale column	10.67	13.62	28.40	29.93	17.38			
Mean Scale score of all responses								3.24

Department Head Subgroup Frequency Table

The fifth result of the study was a frequency table which shows the responses of the department head subgroup.

This frequency table identifies the survey questions by number and shows the weighted total of the frequency of all department head responses to each item, the mean of all department head responses to each item, the mean of all department head responses to all items, and the percent of the total responses that appear in each of the scale columns.

Table 4

Scale value mean of department head subgroup responses by item and percent of the total subgroup responses by vertical scale column

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
1-a.			2	5	2	9	36	4.00
b.			1	7	1	9	36	4.00
c.			1	6	2	9	37	4.11
d.				8	1	9	37	4.11
e.		2	1	6		9	31	3.44
2-a.			2	7		9	34	3.77
b.				9		9	36	4.00
c.			2	5	2	9	36	4.00
d.			4	3	3	10	40	3.99
e.		1	4	3	1	9	31	3.44
3.			1	5	3	9	38	4.22
4.			6	3		9	30	3.33
5.	1	1	6	1		9	25	2.77
6.		1	5	3		9	29	3.22
7.	1	1	6	1		9	25	2.77
8-a.	1		4	4		9	29	3.22
b.	1		1	6	1	9	33	3.66
c.			4	4	1	9	33	3.66
d.			4	3	1	8	31	3.88
e.	1		5	2		8	27	3.33
9-a.			2	6	1	9	35	3.88
b.		1	8			9	26	2.88
c.			4	5		9	32	3.55
d.	1	5	3			9	20	2.22

Table 4 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
10.			1	4	4	9	39	4.33
11.		1	2	6		9	32	3.55
12.		4	4	1		9	24	2.66
13.	4	2	2	1		9	18	2.00
14.	1	3	3	1		8	23	2.88
15.	2	6	1			9	17	1.88
16.	1	5	3			9	20	2.22
17.	4		4	1		9	20	2.22
18.	2		5	2		9	25	2.77
19.		2	4	2	1	9	29	3.22
20.	1	6	2			9	19	2.11
21.				6	3	9	39	4.33
22.				7	2	9	38	4.22
23-a.	5	1	1	2		9	18	2.00
b.	3	4	1	1		9	18	2.00
c.	2	6	1			9	17	1.88
d.	4	4		1		9	16	1.77
e.		2	4	2	1	9	29	3.22
f.	6	3				9	12	1.33
g.	1	2	6			9	23	2.55
h.		3	5	1		9	25	2.77
24.	1		5	3		9	28	3.11

Table 4 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
25.	1	2	3	3		9	26	2.88
26-a.			3	4	2	9	35	3.88
b.			4	3	2	9	34	3.77
c.			3	5		8	29	3.62
d.			2	7		9	34	3.77
e.	1	1	4	3		9	27	3.00
f.		1	1	6	1	9	34	3.77
g.		2	4	3		9	28	3.11
h.		1	3	5		9	31	3.44
27-a.		1	2	3	3	9	35	3.88
b.	2	1	5	1		9	23	2.55
c.	1	2	4	2		9	25	2.77
d.	1	1	3	3	1	9	29	3.22
e.		2	1	3	2	8	29	3.62
f.			1	5	3	9	38	4.22
g.	2	4	3			9	19	2.11
h.		1	2	4	2	9	34	3.77

Table 4 (Continued)

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
28-a.	2	3	3		1	9	22	2.44
b.	1	2	4	1	1	9	26	2.88
c.		1	4	3	1	9	31	3.44
d.			2	4	3	9	37	4.11
e.					9	9	45	5.00
f.		1	2	3	3	9	35	3.88
g.	1	2	4	1	1	9	26	2.88
29-a.			6	1	2	9	32	3.55
b.			4	4	1	9	33	3.66
c.				6	3	9	39	4.33
d.				4	5	9	41	4.55
e.				5	4	9	40	4.44
f.				4	5	9	41	4.55
g.			4	3	2	9	34	3.77
30-a.	4	3	2			9	16	1.77
b.	1	3	5			9	17	1.88
c.			4	2	3	9	35	3.88
d.			1	4	4	9	39	4.33
e.			3	1	5	9	38	4.22
f.	1	3	3		2	9	26	2.88
g.	3	3	3			9	18	2.00
31-a.	1	1	4	3		9	27	3.00
b.		1	4	3	1	9	31	3.44
c.				6	3	9	39	4.33
d.			1	4	4	9	39	4.33
e.		1	1	4	3	9	36	4.00
f.	1	3	1		4	9	30	3.33
g.	3		4	2		9	23	2.55

Table 4 (Continued)

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
32-a.	2	1	6			9	22	2.44
b.				8	1	9	37	4.11
c.			3	6		9	33	3.66
d.		1	6	1	1	9	29	3.22
e.	2	4	2		1	9	21	2.33
f.	4		5			9	19	2.11
g.	1	3	5			9	22	2.44
33-a.		1	7	1		9	27	3.00
b.				7	2	9	38	4.22
c.			2	6	1	9	35	3.88
d.		1	4	3	1	9	31	3.44
e.		4	4		1	9	25	2.77
f.	1	3	5			9	22	2.44
g.	1	2	5	1		9	24	2.66

Table 4 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
34-a.		2	4	3		9	28	3.11
b.		5	3	1		9	23	2.55
c.	1	1	5	1	1	9	27	3.00
Total Responses	81	140	313	309	125			
Percent of Responses by scale column	8.37	14.46	32.34	31.92	12.91			
Mean Scale score of all responses								3.20

Central Administration Subgroup Frequency Table

The sixth result of the study was a frequency table which shows the responses of the central administration subgroup.

This frequency table identifies the survey questions by number and shows the weighted total of the frequency of all central administration responses to each item, the mean of all central administration responses to each item, the mean of all central administration responses to all items, and the percent of the total responses that appear in each of the scale columns.

Table 5

Scale value mean of central administration subgroup responses by item and percent of the total subgroup responses by vertical scale column

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
1-a.			1	2		3	11	3.66
b.				3		3	12	4.00
c.				2	1	3	13	4.33
d.				1	2	3	14	4.66
e.				1	2	3	14	4.66
2-a.			1	2		3	11	3.66
b.			1	2		3	11	3.66
c.				2	1	3	13	4.33
d.					3	3	15	5.00
e.					3	3	15	5.00
3.			1	1	1	3	12	4.00
4.				3		3	12	4.00
5.			2	1		3	10	3.33
6.				1	2	3	14	4.66
7.	2	1				3	4	1.33
8-a.	1	1	1			3	6	2.00
b.			1	2		3	11	3.66
c.			1		2	3	13	4.33
d.				1	2	3	14	4.66
e.				1	2	3	14	4.66
9-a.			1	1	1	3	12	4.00
b.			1	2		3	11	3.66
c.				1	2	3	14	4.66
d.		1	2			3	8	2.66

Table 5 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
10.				2	1	3	13	4.33
11.				2	1	3	13	4.33
12.		2	1			3	7	2.33
13.	1	2				3	5	1.66
14.	1	1	1			3	6	2.00
15.	2			1		3	6	2.00
16.	2		1			3	5	1.66
17.		1	2			3	6	2.00
18.	1	1	1			3	6	2.00
19.	1	2				3	5	1.66
20.	1	2				3	5	1.66
21.					3	3	15	5.00
22.					3	3	15	5.00
23-a.	2	1				3	4	1.33
b.	2	1				3	4	1.33
c.	2	1				3	4	1.33
d.	1	1	1			3	6	2.00
e.	2		1			3	5	1.66
f.	1	2				3	5	1.66
g.	1	2				3	5	1.66
h.	1	1	1			3	6	2.00
24.					3	3	15	5.00

Table 5 (Continued)

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
25.				2	1	3	13	4.33
26-a.				3		3	12	4.00
b.				2	1	3	13	4.33
c.			1	2		3	11	3.66
d.		1		2		3	10	3.33
e.		1	1	1		3	9	3.00
f.			1	1	1	3	12	4.00
g.		1	1	1		3	9	3.00
h.			1	2		3	11	3.66
27-a.				1	2	3	14	4.66
b.	1		2			3	7	2.33
c.	1		2			3	7	2.33
d.			3			3	9	3.00
e.	1		1	1		3	8	2.66
f.				1	2	3	14	4.66
g.	1		2			3	7	2.33
h.				2	1	3	13	4.33

Table 5 (Continued)

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence	Total Responses	Weighted Frequency	Mean
	1	2	3	4	5			
28-a.	1		2			3	7	2.33
b.			1	2		3	11	3.66
c.				1	2	3	14	4.66
d.				1	2	3	14	4.66
e.				1	2	3	14	4.66
f.				1	2	3	14	4.66
g.			1	2		3	11	3.66
29-a.			3			3	9	3.00
b.			2	1		3	10	3.33
c.				1	2	3	14	4.66
d.				1	2	3	14	4.66
e.				1	2	3	14	4.66
f.				1	2	3	14	4.66
g.				3		3	12	4.00
30-a.	2		1			3	5	1.66
b.		1	1	1		3	9	3.00
c.				2	1	3	13	4.33
d.				1	2	3	14	4.66
e.				1	2	3	14	4.66
f.		1	1		1	3	10	3.33
g.	1	1	1			3	6	2.00
31-a.	1	1	1			3	6	2.00
b.			2	1		3	10	3.33
c.					3	3	15	5.00
d.				1	2	3	14	4.66
e.				1	2	3	14	4.66
f.		2			1	3	9	3.00
g.	1		1	1		3	8	2.66

Table 5 (Continued)

	Very little influence 1	Little influence 2	Some influence 3	Quite a lot of influence 4	Very great influence 5	Total Responses	Weighted Frequency	Mean
32-a.	1	1	1			3	6	2.00
b.				1	2	3	14	4.66
c.				2	1	3	13	4.33
d.			1	2		3	11	3.66
e.		1	2			3	8	2.66
f.	1	2				3	5	1.66
g.	1	2				3	5	1.66
33-a.			2	1		3	10	3.33
b.					3	3	15	5.00
c.					3	3	15	5.00
d.			1	2		3	11	3.66
e.			3			3	9	3.00
f.	1	2				3	5	1.66
g.	1		2			3	7	2.33

Table 5 (Continued)

	To a very little extent 1	To a little extent 2	To some extent 3	To a great extent 4	To a very great extent 5	Total Responses	Weighted Frequency	Mean
34-a.		1	1	1		3	9	3.00
b.		2	1			3	7	2.33
c.		2	1			3	7	2.33
Total Responses	39	45	68	89	82			
Percent of Responses by scale column	12.08	13.93	21.05	27.55	25.39			
Mean Scale score of all responses								3.33

Committee Involvement Frequency Table

The seventh result of the study was a frequency table which shows involvement on committees by each subgroup.

Table 6

Number of committees with which various subgroups are involved at Iowa Lakes Community College.

Subgroup	No. Committees Presently Serving									
	0	1	2	3	4	5	6	7+	Total	Average Committees Serving
Student Senators	1	9	9	6	1				26	1.88
Faculty	28	12	8	3	2				53	.85
Department Heads			1	4	3				8	3.25
Central Administrators					2	1			3	4.33
Total	29	21	18	13	8	1			90	
Percent of Total Responses	32.22	23.33	20.00	14.44	8.90	1.11			100%	

Suggestions from Subgroups

The eighth result from the study was a list of suggestions from each subgroup about how to increase input into policy formation at Iowa Lakes Community College.

Here is a list of those suggestions by subgroup.

1. Student Senators
   a. Improve methods to inform students about meetings such as a calendar of events.
   b. Everyone should keep an open mind to viewpoints of others.
   c. Hold committee meetings during school hours.
   d. Provide opportunities for the Board of Directors and control administrators to meet with students.
   e. More faculty and student social events.
   f. Elect better student senators who will represent student body better.

2. Faculty
   a. Better organization of department meetings.
   b. Administrators should become less autocratic and involve faculty in important committee assignments.
   c. Periodic open meetings should be held.
   d. Inform faculty of new policies being considered and of changes anticipated in existing policies.
   e. Just let us faculty teach.
   f. Department heads should do a better job of listening to faculty ideas and of representing those ideas at department head meetings.
   g. Good ideas should receive recognitions no matter where they originate.
   h. Form a faculty senate.
   i. Recognize good faculty effort and quit making faculty look like they are all bad guys.
   j. Quit reacting to disenchanted minority groups.
   k. Let's get over the paranoia which so many of us seem to have.
   l. Let's run the college like an educational institution instead of like a business.
   m. Decisions which are made should be announced and not kept a secret.
   n. More emphasis should be placed on student needs.
   o. Central administrators should work more closely with faculty and student groups.
   p. Better indoctrination of new personnel.
   q. Update the faculty handout.
   r. Make Board policy manual more available.
   s. More Board involvement in day to day activities.
   t. Seek committee volunteers rather than always selecting them.
   u. Reduce teaching loads so faculty have time for committee involvement.
   v. Provide an anonymous suggestion box.

3. Department Head
   a. The college needs a collectively developed educational philosophy under which everyone can function supportively.
   b. The superintendent needs more two-way direct communication with all levels.
   c. The college needs a five and ten year long range plan developed through planning sessions by faculty groups, board, and administrators.

4. Central Administration
   a. The college has a need for content committees in addition to line and staff organization. Examples include curriculum, admissions, records, etc.

The frequency of like suggestions was so small that no attempt at ranking was made.

Chapter 5

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

General Attitude toward Governance System

Student senators, faculty, department heads, and central administrators have a generally positive attitude toward the governance structure at Iowa Lakes Community College. Table 1 indicates a mean of 3.24 on a five-point scale on all responses by all groups to all questions. The lower numbers on the five-point scale would indicate less confidence in the governance structure while higher numbers would indicate more confidence. The same scale was used throughout Tables 1-5.

Seventy-five of the ninety who responded to Question 21 said they could describe the administrative structures at Iowa Lakes Community College to at least some extent and fifty of the ninety said they could describe it to a great extent.

Eighty-nine of the ninety-four who responded to Question 22 said they were willing to follow to some extent proper channels provided by the governance system for input into policy formation and sixty-eight said they would follow the proper channels to a great extent.

While the general attitude toward the governance system was favorable, the general opinion of how well it is functioning by providing opportunities for input is less favorable. Thirty-seven of the ninety-three who responded to Question 5 indicated that they are asked for their views to a little extent when policies are formed. Fifty-one of the eighty-five who responded to Question 9, part d, said

communications among students and administrators is not usually open, easy, and effective.

Student Senator Attitudes toward Governance System

Student senators indicated by their responses shown in Table 2 that they generally could not describe the administrative structure at Iowa Lakes Community College. Eleven of twenty-six who responded to Question 21 said they could describe the administrative structure to only a little extent while only six said they could describe it to a great extent.

The responses to Question 22 indicated a more positive attitude among senators toward being willing to follow the channels provided for input into policy formation provided by the system. Twelve said they would follow the channels to a great extent, nine to some extent, and only six to a little extent.

When asked in Question 5 how well the governance system functioned to provide the student senators with opportunities for input, fourteen of twenty-six said their views were not requested when policies affecting them were formed; thirteen of twenty-six who responded to Question 9 said that communications between students and administrators are usually not open, easy, and effective. Student senator responses to Questions 24 and 25, which are very similar to Questions 5 and 9, also tend to show that senators feel that they had difficulty in getting input into formation of policies which affected them.

The implications of the lack of knowledge by student senators about the governance system would tend to explain why they felt uninvolved in the formation of policies regarding the items of concern pointed out in the North Central Self Study such as faculty evaluation procedures,

course and program evaluation and offerings, and how student activity fees are spent.

The results of the study indicate that a strong orientation program at the beginning of the school year about the governance system at Iowa Lakes Community College and how it functions needs to be designed and required of all student senators.

The results further indicate that the orientation program should be carried out by the administrators in an effort to improve communications between students and administrators.

Table 6 indicates fairly good involvement by student senators in committee work with the average senator serving on 1.88 committees.

Faculty, department heads, and central administrators should continue to broaden student participation on committees considering issues concerned with curriculum, student activities, faculty evaluation, student conduct, etc.

Faculty Attitudes toward Governance System

Faculty indicated by their responses to Question 21 that generally they understand the governance structure of Iowa Lakes Community College well enough to describe it. Forty-eight of the fifty-two who responded said they could describe the governance structure to at least some extent, thirty-two said they could to a great extent, and only four said they could to only a little extent.

All fifty-five who responded to Question 22 indicated a willingness to support the governance structure by following proper channels to have input into policy formation. Forty-four of the fifty-five said they would follow the proper channels to a great extent.

The responses to Question 5 indicated that faculty generally didn't

feel that their views were strongly represented in policy decisions. Twenty-one of the fifty-four who responded felt their views were represented to a little extent with another twenty-six who felt that their views were represented to only some extent. Only seven of fifty-four felt that their views were considered to a great extent. Faculty responses to Questions 24 and 25 also indicated that faculty see limited opportunities for input. Thirty-one of fifty-four who responded to Question 24 saw limited opportunity for input in policy formation while only twelve of the fifty-five who responded to Question 25 considered the governance structure participating.

The data clearly shows that most faculty understand the governance system at Iowa Lakes Community College and that there is an overwhelming willingness to make it function. However, it seems that faculty are generally not able to become effectively involved in the system.

Table 6 shows that only twenty-eight of the fifty-six faculty who answered Question 35 are serving on any committees. This obviously poor involvement by faculty in the participatory governance structure clearly explains why faculty don't generally feel involved in policy formation.

It would seem that faculty need to make themselves more readily available and accessible to serve on committees. Perhaps they are waiting to be asked when they should be volunteering. Even participating styles of governance can only give opportunities for involvement. It is the responsibility of the participant to seize on the opportunity.

The central administration should be pleased with the level of understanding by faculty of the governance structure and with their positive attitudes toward supporting it. The remaining task to accomplish is to encourage the faculty to be more aggressive in securing positions

of leadership on committees that are working on issues which affect them. Anyone who wants involvement has to work to get it. He must be willing to take a position on an issue and work hard for as long as is necessary to convince as many as are needed.

Department Head Attitudes toward Governance Structure

Department heads indicated by their responses that they understood the governance structure of Iowa Lakes Community College. All nine who responded to Question 21 said they would describe it to a great extent.

All nine who responded to Question 22 expressed a desire to help make the governance system function by following the proper channels to a great extent.

Their responses to Question 5 indicated that they did not feel that those affected by policy formation were generally involved to any great extent, but six of nine felt that they were involved to some extent.

Eight of the nine who responded to Question 24 felt that they had opportunities to at least some extent for input into formation of policies which affect them.

Six of nine who responded to Question 25 viewed the governance structure as participatory to at least some extent.

It approved that the central administration needs to allow the department heads to be more responsible for reaching decisions affecting their departments. The central administrators may be too dominating and not willing enough to let department heads make decisions on their own. The central administrators may fear that poor decisions will result which may reflect on them and the institution.

The north central self study indicated that department heads showed a general lack of respect for committee work and committee involvement.

Yet, this study indicates that they saw themselves as being quite willing to follow the channels to gain input into policy formation.

Table 6 shows that department heads were quite heavily involved in serving on committees with the average committee involvement being 3.25 committees.

The data seemed to indicate that while department heads were heavily involved in committee work, they felt ineffective on influencing the final policy formed.

The department heads need a good inservice session on conducting group processes.

The central administrative staff will need to exhibit their expertise in the political art of persuasion to arrive at a concensus on difficult issues to set a good example and more emphasis needs to be put on the validity of decisions made through the group process.

Central Administration Attitudes toward Governance System

The central administrators indicated by their responses shown in Table 5 that they are quite satisfied with the governance structure at Iowa Lakes Community College.

All three who responded to Questions 21 and 22 said they could describe the governance structure to a very great extent and that they were willing to follow the proper channels appropriate to the structure to a very great extent.

While the three responses to Question 5 indicated that the central administrators did not feel that their views were always solicited, their responses to Question 24 clearly showed that they believed that they had the opportunity for input into formation of policy to a very great extent.

All three responses to Question 25 indicated that they considered the administrative style of governance as participatory to a great extent.

Table 6 shows that central administrators were heavily involved in serving on committees with an average of 4.33 committees per administrator.

Administrators clearly understood the governance system, knew how to effectively participate in the system to get input into formation of policy, and were willing to serve on numerous committees to get that input.

Table 6 shows that the weakest involvement in the governance structure at Iowa Lakes Community College is at the faculty level. Twenty-eight of fifty-six faculty who responded said they were serving on no committees. The data in Table 6 indicated that central administrators and department heads were doing too much for the faculty and not enough in conjunction with them.

Existing committee structures and memberships should be reviewed, and when appropriate the membership should be broadened to insure wider involvement of the faculty group.

As new committees are formed, the central administrators and department heads must give more emphasis to involvement of the faculty.

In conclusion, the governance system at Iowa Lakes Community College is functioning quite well for all four groups. However, if the suggestions made for each group in Chapter 5 are carried out, the effectiveness of the governance system would be enhanced even more.

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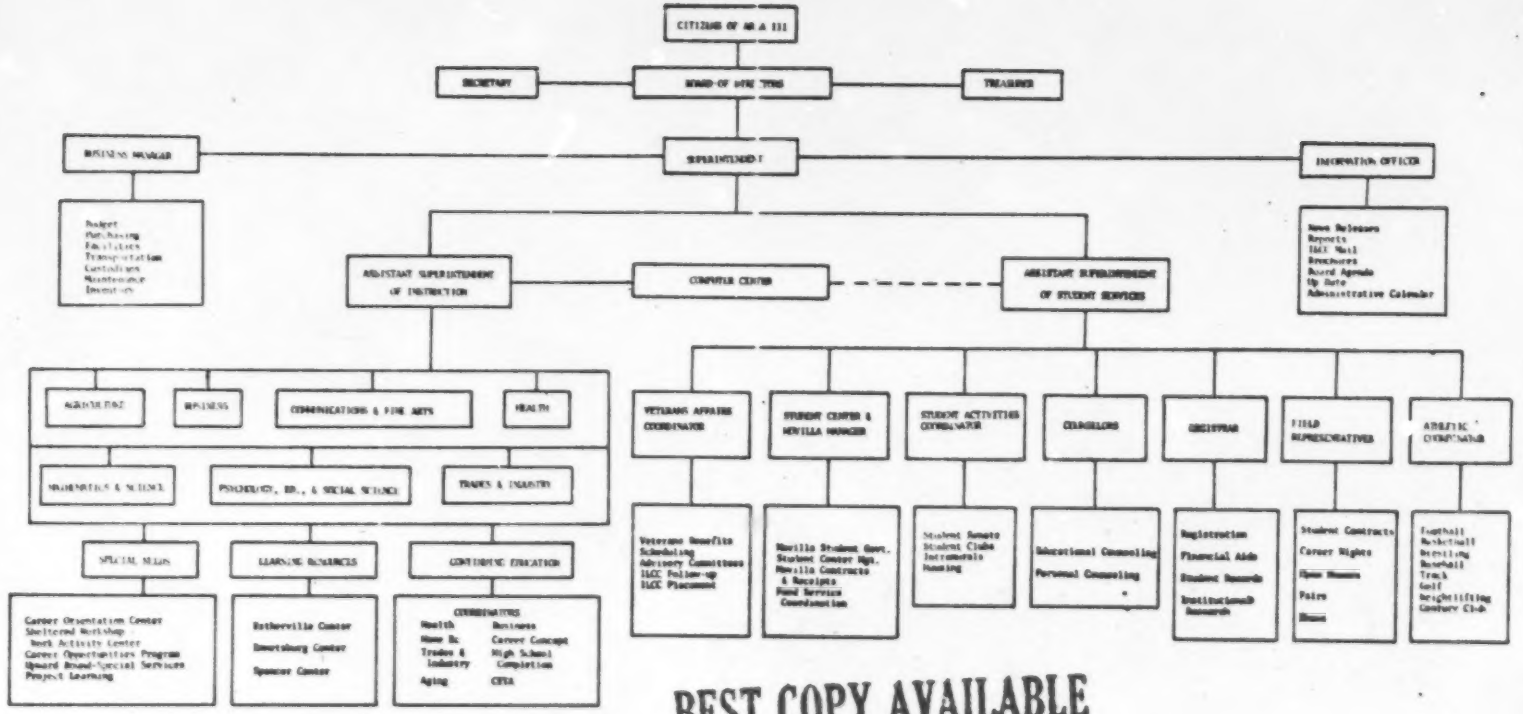

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Appendix B

COMMUNITY COLLEGE SURVEY

FACULTY FORM

BY FILLING OUT THIS QUESTIONNAIRE, YOU ARE PROVIDING MUCH-NEEDED ASSISTANCE IN THIS RESEARCH EFFORT. IF THIS STUDY IS TO BE HELPFUL, IT IS IMPORTANT THAT YOU ANSWER EACH QUESTION FRANKLY AND HONESTLY. THIS IS NOT A TEST AND THERE ARE NO RIGHT OR WRONG ANSWERS.

THE COMPLETED QUESTIONNAIRES WILL BE SUMMARIZED IN STATISTICAL FORM. ALL OF YOUR ANSWERS ON THIS QUESTIONNAIRE WILL BE COMPLETELY CONFIDENTIAL, AND NO ONE IN YOUR COLLEGE WILL HAVE ACCESS TO ANY INFORMATION PROVIDED BY ANY INDIVIDUAL FACULTY MEMBER.

WE APPRECIATE YOUR COOPERATION AND HOPE THAT YOU FIND THE QUESTIONNAIRE INTERESTING AND THOUGHT-PROVOKING.

DIRECTIONS

PLEASE BEGIN BY FILLING OUT THIS QUESTIONNAIRE ON THE FOLLOWING PAGE. I WOULD APPRECIATE HAVING YOU RESPOND TO EACH QUESTION, EVEN IF YOUR ANSWERS ARE BASED ON INCOMPLETE INFORMATION. FIVE POSSIBLE RESPONSES ARE PROVIDED FOR EACH QUESTION. CHOOSE THE RESPONSE THAT MOST APPROPRIATELY REFLECTS YOUR OPINION AND CHECK THE BOX UNDER IT. IF YOU FEEL THAT YOU CANNOT ANSWER A QUESTION OR A PART OF A QUESTION, PLACE A LINE THROUGH THAT ITEM AND MOVE ON. HOWEVER, PLEASE TRY TO RESPOND WHENEVER POSSIBLE.

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
1. To what extent do you feel the following groups or individuals have confidence and trust in you?					
a. The students with whom you come into contact.....	☐	☐	☐	☐	☐
b. The faculty members with whom you come into contact.....	☐	☐	☐	☐	☐
c. The department heads with whom you come into contact.....	☐	☐	☐	☐	☐
d. The assistant superintendents with whom you come into contact	☐	☐	☐	☐	☐
e. The superintendent.....	☐	☐	☐	☐	☐
2. To what extent do you have confidence and trust in the following groups or individuals?					
a. The students with whom you come into contact.....	☐	☐	☐	☐	☐
b. The faculty members with whom you come into contact.....	☐	☐	☐	☐	☐
c. The department heads with whom you come into contact.....	☐	☐	☐	☐	☐
d. The assistant superintendents with whom you come into contact	☐	☐	☐	☐	☐
e. The superintendent.....	☐	☐	☐	☐	☐
3. To what extent is "going through the proper channels" stressed in this college?.....	☐	☐	☐	☐	☐
4. To what extent do you feel you can appeal a decision that adversely affects you as an individual?.....	☐	☐	☐	☐	☐

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
5. When policies are made in this college, to what extent are the persons affected asked for their views?	☐	☐	☐	☐	☐
6. In this college, to what extent are decisions made by those who have the most accurate information?	☐	☐	☐	☐	☐
7. To what extent do excessive rules, administrative details, and red tape keep you from teaching effectively?	☐	☐	☐	☐	☐
8. To what extent do the following groups or individuals take into account your opinions and suggestions in the formation of policy?					
a. The students with whom you come into contact	☐	☐	☐	☐	☐
b. The faculty members with whom you come into contact	☐	☐	☐	☐	☐
c. The department heads with whom you come into contact	☐	☐	☐	☐	☐
d. The assistant superintendents with whom you come into contact	☐	☐	☐	☐	☐
e. The superintendent	☐	☐	☐	☐	☐
9. To what extent is communication between or among the following groups usually open, easy and effective?					
a. Faculty and students	☐	☐	☐	☐	☐
b. Faculty and administrators	☐	☐	☐	☐	☐
c. Among administrators	☐	☐	☐	☐	☐
d. Students and administrators	☐	☐	☐	☐	☐

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
10. When you talk with your department head, to what extent does he pay attention to what you have to say?..	☐	☐	☐	☐	☐
11. To what extent are the policies made in this college good policies?.....	☐	☐	☐	☐	☐
12. To what extent do you find policy making in this college too slow?....	☐	☐	☐	☐	☐
13. To what extent are too many people involved in policy making?.....	☐	☐	☐	☐	☐
14. To what extent does policy formation get hung up in committees?.....	☐	☐	☐	☐	☐
15. To what extent are you asked to contribute to decisions for which you have insufficient knowledge?....	☐	☐	☐	☐	☐
16. To what extent are you asked to contribute to decisions that you are not interested in?.....	☐	☐	☐	☐	☐
17. To what extent are you asked to make decisions that others are paid to make?.....	☐	☐	☐	☐	☐
18. To what extent does the chairperson, rather than the group as a whole, really determine the outcome?.....	☐	☐	☐	☐	☐
19. To what extent is your input into decisions restricted to unimportant ones?.....	☐	☐	☐	☐	☐
20. To what extent are decisions subsequently ignored?.....	☐	☐	☐	☐	☐

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	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
21. To what extent could you describe the administrative structure of ILCC?.....	☐	☐	☐	☐	☐
22. To what extent are you willing to follow the proper channels that are appropriate under the administrative structure at ILCC in order for you to have input into policy formation?	☐	☐	☐	☐	☐
23. To what extent do you find it difficult to find out what is the existing policy with regard to the following?					
a. Educational philosophy.....	☐	☐	☐	☐	☐
b. Board of Directors policy function.....	☐	☐	☐	☐	☐
c. Administrative function.....	☐	☐	☐	☐	☐
d. Staff personnel.....	☐	☐	☐	☐	☐
e. Student personnel.....	☐	☐	☐	☐	☐
f. Educational program and instruction.....	☐	☐	☐	☐	☐
g. Business and operational procedures.....	☐	☐	☐	☐	☐
h. Community relations.....	☐	☐	☐	☐	☐
24. To what extent does the present administrative structure at ILCC give you an opportunity for input into formation of policy?.....	☐	☐	☐	☐	☐
25. To what extent do you consider the administrative style participatory rather than autocratic?.....	☐	☐	☐	☐	☐

	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
26. To what extent are existing policies within the following categories at ILCC carried out as stated?					
a. Educational philosophy.....	☐	☐	☐	☐	☐
b. Board of Directors policy function.....	☐	☐	☐	☐	☐
c. Administrative function.....	☐	☐	☐	☐	☐
d. Staff personnel.....	☐	☐	☐	☐	☐
e. Student personnel.....	☐	☐	☐	☐	☐
f. Educational program and instruction.....	☐	☐	☐	☐	☐
g. Business and operational procedures.....	☐	☐	☐	☐	☐
h. Community relations.....	☐	☐	☐	☐	☐
27. To what extent should faculty be involved in formation of policies which affect:					
a. Educational philosophy?.....	☐	☐	☐	☐	☐
b. Board of Directors policy function?.....	☐	☐	☐	☐	☐
c. Administrative function?.....	☐	☐	☐	☐	☐
d. Staff personnel?.....	☐	☐	☐	☐	☐
e. Student personnel?.....	☐	☐	☐	☐	☐
f. Educational program and instruction?.....	☐	☐	☐	☐	☐
g. Business and operational procedures?.....	☐	☐	☐	☐	☐
h. Community relations?.....	☐	☐	☐	☐	☐

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence
28. How much influence do the following groups or person(s) actually have on determining the major goals of this college?					
a. Students.....	☐	☐	☐	☐	☐
b. Faculty.....	☐	☐	☐	☐	☐
c. Department heads.....	☐	☐	☐	☐	☐
d. Assistant superintendents.....	☐	☐	☐	☐	☐
e. Superintendent.....	☐	☐	☐	☐	☐
f. Board of Directors.....	☐	☐	☐	☐	☐
g. Community.....	☐	☐	☐	☐	☐
29. How much influence <u>should</u> the following groups or person(s) actually have on determining the major goals of this college?					
a. Students.....	☐	☐	☐	☐	☐
b. Faculty.....	☐	☐	☐	☐	☐
c. Department heads.....	☐	☐	☐	☐	☐
d. Assistant superintendents.....	☐	☐	☐	☐	☐
e. Superintendent.....	☐	☐	☐	☐	☐
f. Board of Directors.....	☐	☐	☐	☐	☐
g. Community.....	☐	☐	☐	☐	☐

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence
30. How much influence do the following groups or person(s) actually have on the day-to-day administration of this college?					
a. Students.....	☐	☐	☐	☐	☐
b. Faculty.....	☐	☐	☐	☐	☐
c. Department heads.....	☐	☐	☐	☐	☐
d. Assistant superintendents.....	☐	☐	☐	☐	☐
e. Superintendent.....	☐	☐	☐	☐	☐
f. Board of Directors.....	☐	☐	☐	☐	☐
g. Community.....	☐	☐	☐	☐	☐
31. How much influence <u>should</u> the following groups or person(s) actually have on the day-to-day administration of this college?					
a. Students.....	☐	☐	☐	☐	☐
b. Faculty.....	☐	☐	☐	☐	☐
c. Department heads.....	☐	☐	☐	☐	☐
d. Assistant superintendents.....	☐	☐	☐	☐	☐
e. Superintendent.....	☐	☐	☐	☐	☐
f. Board of Directors.....	☐	☐	☐	☐	☐
g. Community.....	☐	☐	☐	☐	☐

	Very little influence	Little influence	Some influence	Quite a lot of influence	Very great influence
32. How much influence do the following groups or person(s) actually have on course activities?					
a. Students.....	☐	☐	☐	☐	☐
b. Faculty.....	☐	☐	☐	☐	☐
c. Department heads.....	☐	☐	☐	☐	☐
d. Assistant superintendents.....	☐	☐	☐	☐	☐
e. Superintendent.....	☐	☐	☐	☐	☐
f. Board of Directors.....	☐	☐	☐	☐	☐
g. Community.....	☐	☐	☐	☐	☐
33. How much influence <u>should</u> the following groups or person(s) actually have on course activities?					
a. Students.....	☐	☐	☐	☐	☐
b. Faculty.....	☐	☐	☐	☐	☐
c. Department heads.....	☐	☐	☐	☐	☐
d. Assistant superintendents.....	☐	☐	☐	☐	☐
e. Superintendent.....	☐	☐	☐	☐	☐
f. Board of Directors.....	☐	☐	☐	☐	☐
g. Community.....	☐	☐	☐	☐	☐

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	To a very little extent	To a little extent	To some extent	To a great extent	To a very great extent
34. If the students were to increase substantially the amount of influence they have in this college, how would that affect the influence each of the following groups has on the college?					
a. Faculty influence is likely to...	☐	☐	☐	☐	☐
b. Administrator influence is likely to.....	☐	☐	☐	☐	☐
c. Board of Directors influence is likely to.....	☐	☐	☐	☐	☐

35. On approximately how many governance or decision making committees do you serve? (This includes, for example, the student government, all-college council, curriculum committe. Check the appropriate box.)

0	1	2	3	4	5	6	7 or more
☐	☐	☐	☐	☐	☐	☐	☐

PLEASE LIST SUGGESTIONS THAT YOU FEEL WOULD IMPROVE YOUR CHANCES FOR INPUT INTO FORMATION OF POLICIES AT ILCC.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____